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ABSTRACT

This process guide consists of a rating scale for use by supervisors of student teachers. The teacher sponsor is instructed to rate the student teacher's performance on a variety of teaching skills in order to provide a structured format for conferences. It is suggested that the scale be used at least three times during the student teaching assignment and that the following ratings be used: functions independently; needs some suggestions; needs frequent suggestions; skill not evident; and skill not applicable. The skills are divided into seven categories: (1) personal-philosophical characteristics (18 skills); (2) human development/variability/exceptionality (16 skills); (3) communication (16 skills); (4) planning and organization (19 skills); (5) content (20 skills); (6) measurement/assessment/evaluation (10 skills); and (7) pupil results (8 skills). Space is provided for written comments. The final category on overall effectiveness asks for written comments on areas of strength, areas for improvement, and areas of outstanding effectiveness. The rating scale is designed for the same sheet to be used up to five times so that progress in each of the skills can be observed. (DC)

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DEPARTMENT OF ELEMENTARY EDUCATION
ARIZONA STATE UNIVERSITY
EED 478 STUDENT TEACHER PROGRESS GUIDE

Developed by:

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STUDENT _____ TEACHER SPONSOR _____ DATE _____

SCHOOL/DISTRICT _____ COLLEGE SUPERVISOR _____

The Student Teaching Program is designed to allow the student teacher to gradually assume the responsibilities of teaching. The student will begin with directed observation of the teacher and class and a minimum of participation. This participation will be increased until the student has assumed responsibility for the planning and teaching of the entire class (2-4 weeks depending on the length of the student teaching assignment).

The purpose of this PROGRESS GUIDE is to give the teacher direction in conferencing with the student. The GUIDE does not replace the daily feed-back and discussion sessions the teacher should conduct following any teaching the student does. Rather the GUIDE is intended to provide a structured format to insure that important parts of quality teaching are identified and discussed with the student.

The teacher sponsor and the student teacher will conference using the PROGRESS GUIDE a minimum of three times during the student teaching assignment. A number of the items are blocked out in Column 1. Discuss those items the first time the form is used, but mark them after the student has had additional experience in the classroom (Columns 2 or 3). The GUIDE should be available to the college supervisor at each visit to note progress and to make appropriate comments.

Explanation of Key for rating:

+	functions independently:	is self-directed, assumes responsibility effectively with little direction
✓	needs some suggestions:	is functioning reasonably well in the job, but needs a few suggestions; working toward self-direction
-	needs frequent suggestions:	is experiencing difficulty; often needs assistance from the teacher
NE	not evident:	could occur in the student teaching experience but no evidence yet
NA	not applicable:	does not occur in the classroom; no experience available

NO.	TEACHING SKILLS	EFFECTIVENESS LEVEL					COMMENTS	
								DATE
	I. PERSONAL-PHILOSOPHICAL CHARACTERISTICS DATE	1	2	3	4	5		
1.	Demonstrates and models:							
	1.1 Enthusiasm							
	1.2 Tact/Judgment							
	1.3 Poise							
	1.4 Flexibility							
	1.5 Task orientation							
	1.6 Sensitivity towards others							
	1.7 Dependability							
	1.8 Appropriate expectations for self							
	1.9 Appropriate expectations for pupils							
	1.10 Mental alertness							
	1.11 Cooperation							
	1.12 An emerging educational philosophy							
2.	Demonstrates the philosophy of:							
	2.1 The acceptance of pupil's feelings and ideas							
	2.2 The importance of pupils contributing own ideas to planning							
3.	Demonstrates the knowledge of:							
	3.1 Various theoretical points of view							
	3.2 Professional literature and research							
	3.3 Current affairs							
	3.4 The assigned school district's philosophy							

NO.	TEACHING SKILLS	DATE	EFFECTIVENESS LEVEL 1	2	3	4	5	COMMENTS	DATE
II.	HUMAN DEVELOPMENT/VARIABILITY/EXCEPTIONALITY								
1.	Demonstrates skills in providing for all children including:								
1.1	Handicapped (includes L.D., E.H., etc.)								
1.2	Gifted and talented								
1.3	Multicultural/ethnic/bilingual								
1.4	Varying needs of high/low socio-economic status children								
2.	Demonstrates skills in use of:								
2.1	Grouping								
2.2	Individualizing								
2.3	Motivation								
3.	Demonstrates affective education by attention to:								
3.1	Nurturing behaviors								
3.2	Self-concept								
3.3	Peer acceptance								
3.4	Social/emotional needs								
3.5	Physical needs								
3.6	Creative needs								
3.7	Aesthetic needs								
3.8	Bicognitive balance in activities (Cognitive/Creative)								
4.	Demonstrates knowledge and use of:								
4.1	Parents' role in teaching/learning process								

NO.	TEACHING SKILLS	EFFECTIVENESS LEVEL					COMMENTS
		DATE					DATE
		1	2	3	4	5	
III.	COMMUNICATION						
1.	Demonstrates ability to use:						
1.1	Oral skills						
1.2	Written skills						
1.3	Listening skills						
1.4	Handwriting techniques						
1.5	Computer literacy skills						
2.	Demonstrates skills in working with:						
2.1	Faculty and instructional aides						
2.2	Staff						
2.3	Parents and community members						
3.	Demonstrates instructional skills in using:						
3.1	Pupil initiated dialogue						
3.2	Feedback from pupils on concepts taught						
3.3	Verbal and nonverbal reinforcement						
3.4	Group discussions						
3.5	A variety of questioning techniques and probing						
3.6	Control signals						
3.7	Directions and control						
3.8	Bilingual activities when appropriate						

NO.	TEACHING SKILLS	EFFECTIVENESS LEVEL					COMMENTS	DATE
		1	2	3	4	5		
IV.	PLANNING AND ORGANIZATION	DATE						
1.	Demonstrates skills in defining and using instructional:							
1.1	Goals (long-term)							
1.2	Objectives (short-term)							
2.	Demonstrates skills in use of:							
2.1	Direct instruction							
2.2	Space							
2.3	Time management							
2.4	Variety of materials							
2.5	Bulletin boards							
2.6	Audio/visual media							
2.7	Pupil-teacher planning							
2.8	Pupil-developed goals							
2.9	Community as resource							
2.10	Integration of subject areas							
2.11	Learning Centers							
3.	Demonstrates innovative use of:							
3.1	Methods, techniques, and strategies							
3.2	Variability in daily classroom activities							
3.3	Peer interaction/involvement in learning							
3.4	Discovery learning							
4.	Demonstrates:							
4.1	Effective classroom management							
4.2	Positive reinforcement							

NO.	TEACHING SKILLS	EFFECTIVENESS LEVEL					COMMENTS	
								DATE
V.	CONTENT	DATE						
		1	2	3	4	5		
1.	Demonstrates ability to apply education methodology in content areas:							
	1.1 Communication Arts							
	1.1a Reading							
	1.1b Spelling							
	1.1c Penmanship							
	1.1d Creative writing							
	1.1e Language							
	1.1f Listening							
	1.1g Creative dramatics							
	1.2 Science, Health							
	1.3 Social Studies							
	1.4 Mathematics							
	1.5 Art							
	1.6 Music							
	1.7 Physical Education							
2.	Demonstrates skill in applying educational methodology in teaching strategies:							
	2.1 Divergent thinking							
	2.2 Problem solving							
	2.3 Decision making							
3.	Relates content to:							
	3.1 Students' present lives							
	3.2 Students' future lives							
	3.3 Basic life skills							

NO.	TEACHING SKILLS	EFFECTIVENESS LEVEL					COMMENTS	DATE
		1	2	3	4	5		
VI.	MEASUREMENT/ASSESSMENT/EVALUATION — DATE							
1.	Demonstrates skills in:							
1.1	Observation							
1.2	Pre/post assessing (formal/informal) of student needs							
1.3	Interpretation of data							
1.4	Recording							
1.5	Reporting (to teachers/parents, etc.)							
2.	Demonstrates an awareness of the importance of:							
2.1	Achievement levels							
2.2	Cognitive styles							
2.3	Developmental levels/stages							
2.4	Personality stages and characteristics							
2.5	Interaction patterns							
VII.	PUPIL RESULTS							
1.	Pupils show observable positive results in:							
1.1	Content areas (i.e., cognitive, psychomotor)							
1.2	Appreciation, acceptance and respect for each other and self (i.e., affective)							
1.3	Attending/interest levels; sustained involvement							
1.4	Enthusiasm							
1.5	Taking responsibility for own learning; self-regulation							
1.6	Decision making							
1.7	Becoming versatile and proficient in a number of areas							
1.8	Quality of work							

VIII. OVERALL EFFECTIVENESS (Write Comments)

1.1 Areas of strength

1.2 Areas for improvement

1.3 Areas of outstanding (statistically infrequent) effectiveness